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ABSTRACT

This document reports the results and recommendations stemming from a series of studies conducted to assess the educational needs and resources within the service area of a new institution in western Illinois, John Wood Community College. A random telephone survey of 695 community adults was made to determine educational interests, class scheduling and location preferences, and perceived obstacles to educational participation. A questionnaire survey of 20% of area high school juniors and seniors was conducted to determine career plans, types of postsecondary schools preferred, planned fields of study, financial assistance needed, or reasons for discontinuing education after high school. Manpower and training needs of the area were assessed through interviews with major area employers. Information on area educational resources was compiled through contacts with 106 educational institutions and community agencies providing some kind of educational service. For each study, methodology, results, implications, and recommendations are reported. A summary of the recommendations is included, and the survey instruments are appended. (JDS)

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A Study of Educational Needs

of

JOHN WOOD COMMUNITY COLLEGE
District No. 539
Quincy, Illinois

by

Merrill Redemer

A report prepared for the

CENTER FOR THE STUDY OF MIDDLE-SIZE CITIES
Sangamon State University
Springfield, Illinois

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PREFACE

All social institutions need a vehicle with which they can interact with their environments. This interaction should provide a mechanism for monitoring the context of the institutions to assure that the institutions are reflecting and responding to the changing attributes and needs of their environment.

This need is particularly acute for a new, rapidly developing institution as is John Wood Community College. For a new institution there is no established communication system that can be tapped to elicit the information necessary to make administrative decisions, establish policies or set priorities.

However, there are distinct accompanying advantages to compensate for that disadvantage. That is, the new administration doesn't face encumbering tradition, vested interest groups who have established precedents, nor entrenched staff to become anxious or hostile if faced with change.

This was the situation when Dr. Paul R. Heath was named as the first President of John Wood Community College.

Two months after his appointment, Dr. Heath observed that Dr. Daniel M. Johnson had been approved as Director of the Center for the Study of Middle-Size Cities at Sangamon State University. The notice indicated the scope and mission of the Center's operation. Heath then contacted Johnson to inquire if new community college needs were included in the purview of the Center.

Subsequent communications resulted in meetings in Springfield and Quincy for preliminary planning which would result in a needs assessment

for John Wood Community College. These meetings involved Dr. Merrill Redemer, Associate Professor of Administration at Sangamon State University. Redemer was included because of similar previous experiences and his teaching field which includes pertinent theory.

The final working relationship was established in February of 1976 upon rejection by The Fund for the Improvement of Post-Secondary Education of a proposal that has been developed by the agencies involved. This relationship was that Redemer would assume responsibility for developing a conceptual plan, instrumentation, interfacing with JWCC administrators, data analysis and reporting. The Center for the Study of Middle-Size Cities would provide one-third released time for Redemer for one semester, as well as advice from the Research Advisory Panel, logistical support and general staff assistance. JWCC would provide travel expense for Redemer as well as data collection activities within the district. Mr. Rob Hilgenbrink was designated by President Heath as liaison with SSU and coordinator of data collection in the district. When Hilgenbrink assumed the position of Registrar at JWCC, his very able lieutenant, Mr. Steve Fischer, became responsible for data collection and interaction.

This project has been a distinct pleasure for the author. Not only has it provided an opportunity to work with a dynamic, enthusiastic staff of a newly formed community college, it has been an example of institutional interaction for, hopefully, the benefit of both institutions.

Merrill Redemer

ACKNOWLEDGEMENTS

Many people contributed to this report. The vision of Dr. Paul R. Heath, President of John Wood Community College and Dr. Daniel M. Johnson, Director of the Center for the Study of Middle-Size Cities was instrumental in initiating the activity. Furthermore, credit is due Dr. Heath for his constant support of and the priority assigned to the project. His efforts in publicizing the project and his direct involvement in interacting with business and industrial representatives must be lauded. Dr. Johnson was supportive throughout the project, always generous with his time, and became directly involved by conducting training sessions for the telephone interviewers.

Rob Hilgenbrink spent many hours beyond what could be expected in administering data collection activities within the district. He showed great skill in recruiting, training, organizing, supervising, and evaluating telephone interviewers. This was in addition to his duplicating, editing, collecting and coding information as it became available.

Mr. Steve Fischer very capably took on this responsibility as well as assist Hilgenbrink very ably with these activities before Rob became Registrar. Fischer was also instrumental in collecting data from all high schools in the area.

Hilgenbrink and Fischer's knowledge of Quincy and the district was highly valuable to all concerned.

Ms. Stella Yaws extracted much data from Bureau of the Census reports to provide background information.

Mr. Chris Valdoni of the Sangamon State University Computer Laboratory provided programming services for data analysis as well as offering sugges-

tions that expedited interpretation of the data.

The research advisory panel for the Center, Professors William J. Crampon, Burkett S. Milner, and Jerry A. Colliver, provided valuable suggestions to the technical phases of the project. Professor Crampon deserves special credit for his contributions in the theory as well as programming and printing the plan for randomizing subjects within households, and his advice in sampling.

Mr. Robert Wesley, provided valuable service in training telephone interviewers. Phone interviewers who should be mentioned include Mr. Bob Erwin, Miss Beverly Kropp, Ms. Cathy Clark and Mesdames Margaret Pilz, Marcia Lansing, Betty Selby, Mary Cook, Joyce Dohm, Sue Mast, Gloria Mead, Marion Kern, Liz Albertson, Pat Surface and Martha Bishop.

Those who helped determine educational resources within the district were Dr. J.V. Hopper, The Honorable James P. Steinman, Mr. Fred G. Bloss, Ms. Betty Schmalshof, Mrs. Caroline Sexauer, and Mrs. Vivian Hoener.

And last, but certainly not least, thanks must be expressed to Nancy Ayers, Sara Dobron and Sue Killen, the charming young ladies who typed this manuscript.

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INTRODUCTION

The John Wood Community College District is located on the western edge of Illinois. It encompasses all of Adams County, almost all of Pike and small portions of Calhoun (50 sq. mi.), Hancock (108 sq. mi.) and Schuyler (52 sq. mi.) Counties. This totals 1,823 square miles of area.

The district is predominantly rural with the largest population centers being Quincy (population 45,288), Pittsfield (4,244), Barry (1,444), Griggsville (1,245), Camp Point (1,143), and Pleasant Hill (1,064).

The population of this district is relatively stable. Pike County lost 6.7% of its population during the decade preceding the 1970 census leaving it with a population of 19,185. Adams County showed a slight (3.5%) increase during this same time span, leaving it with a population of 70,861 in 1970. Estimated population figures in areas outside these counties bring the population of the district total to 93,546.

Less than 2.5% of this number represents racial minorities with Negroes constituting the largest minority, according to the Bureau of Census report on the 1970 census. Respective numbers of Negroes for Adams and Pike Counties are 1,522 and 6. All other listed minorities for both counties number 105.

The population of the district is somewhat older than the national population. While the median age of the U.S. population was 28 in 1970 the median age for Adams County was 31.1 years and for Pike County 35.9. This difference can perhaps be attributed to the percentage of persons over 64 years of age. While the national percentage of persons in this age range amounted to 9.9% of the population, in Adams such figure was 14.3% and in Pike 16.87%.

Employment patterns for the two major counties of the district are perhaps more varied than one would expect in an area as agrarian as the area of discussion. Table I reports the occupations of employed persons over sixteen years of age.

Table I

Occupation of Persons 16 Years Old and Older

	Adams	Pike	Total
Total Employed	27,051	7,203	34,254
Professional	3,495	528	4,023
Managers & Administrators	1,735	495	2,230
Sales Workers	2,321	360	2,680
Clerical & Kindred Workers	4,134	691	4,825
Craftsmen	3,396	963	4,359
Operatives, except Transportation	1,263	465	1,728
Laborers	1,109	318	1,427
Farmers and Managers	1,519	1,081	2,700
Farm Laborers	323	370	693
Service Workers, except Private Household	3,753	711	4,464
Private Household Workers	388	172	560

A New College

John Wood Community College became official on August 1, 1974, shortly after the Illinois Community College Board accepted the final plan for the district. Thus JWCC became the newest member of a system of community

colleges that the Illinois General Assembly mandated to service the entire state.

The following October an election for the Board of Trustees was conducted to provide an official governing board for the institution. Five of the board represented Pike County with Adams and Hancock Counties having one member from each county.

In January 1975, a Dean of Academic Affairs, Dr. J.V. Hopper and a Dean of Student Services, Dr. James E. Selby were employed in the first permanent positions of administration.

During Spring of that year, policies for administration and operation as well as a budget were tentatively developed.

Dr. Paul R. Heath was named as first President of John Wood Community College on June 2, 1975.

In Fall of that same year the first students were registered and the school was open. The first enrollment numbered 670, ranged in age from 16 to 82 with a median of 26 years. Sixty percent of those enrolled were part-time students. The Spring semester showed a marked increase to over 800 participants.

The policies of JWCC dictate that existing colleges and training institutions will be used where possible to conduct the actual training, while the credits and/or degrees will be granted by JWCC. Thus the partnership was designed to minimize duplication and competition.

Currently there are five schools working with John Wood in this relationship. They are Quincy College, Gem City College and Quincy Technical School in Quincy, Culver-Stockton College of Canton, Missouri, and Hannibal-LaGrange College of Hannibal, Missouri.

Some policy and program questions confronted President Heath upon his assuming that post. How many of the graduating high school students of the JWCC district are interested in pursuing further academic work? How many want transfer programs and how many are interested in vocational-technical skills? What are the needs and interests of the general adult population that a community college could and should address? What are the reservations and restrictions that impede participation in academic activity? What other resources are available for utilization for learning activities? Are there training needs that are desired by business and industry for skill upgrading? Are there entry-level training activities that would provide a better employer-employee match? How important is location of training for the consumers of that activity? How well known is John Wood Community College? Are there specific types of information that the public would like to have concerning the institution?

These and other similar concerns prompted Dr. Heath to initiate correspondence with Dr. Daniel M. Johnson, newly appointed Director of the Center for the Study of Middle-size Cities at Sangamon State University in Springfield. Johnson, in turn, involved the author of this report. Following a late November 1975 meeting in Springfield, the author developed a model for the project that he revealed to Heath and Johnson during the group's next meeting in Quincy. That was in December of 1975.

A Plan for Study

The model consisted of four separate studies which would in the final analysis be viewed collectively.

The first study was to focus on high school students of the district to ascertain information about their career and/or educational plans and

other pertinent information about how John Wood might be of assistance to them.

The second phase was to look at some of these same dimensions as they related to the general adult public. This was done by telephone. A detailed discussion of this study is found in the section of this report entitled Survey of Community Adults.

The third phase was to look at the needs for employee training as perceived by employers of the area.

The fourth phase consisted of trying to identify educational resources that might be available for utilization. As indicated earlier John Wood Community College is designed to operate on a "common market" format whenever possible to minimize cost and competition. Therefore, knowing what resources are available for utilization seemed to be a logical activity.

Once these separate phases were completed, interfacing the needs of high school graduates, adults and employers with the resources available was designed to reveal unmet needs that JWCC could address if such needs be within its charter.

Once the model was agreed upon by all concerned, parameters, roles, and logistics needed to be clarified. The initial plan was to use this study as a pilot project on only the city of Quincy and such grant funds for its application throughout the district the following year. The Center for the Study of Middle-size Cities and John Wood Community College submitted a proposal for such grant funds to The Fund for the Improvement of Post Secondary Education. It was rejected in February 1976.

This caused further negotiation among the principals involved. The result was that the study would be done this year on a district-wide basis with JWCC assuming a greater responsibility for data collection than had

been previously envisioned.

It was determined that the target area would include only the JWCC district with the exception of locations in Missouri where contracts had already been negotiated for conducting educational programs. The resource limitations, including time, just did not allow incorporating employers, prospective students, and other possible providers of educational programs, in spite of the fact that they might be just across the Mississippi River bridge.

The author, under the auspices of the Center for the Study of Middle-size Cities assumed responsibility for instrumentation, sampling, interfacing with JWCC and support services at SSU, data analysis and reporting. The Center provided general support including access to a research advisory group, training for telephone interviewers and expenses for data processing some duplication, etc. JWCC provided for all data collection activities, including editing and coding incoming information, training for some of the interviewers, part of the duplicating cost and travel expenses for the author.

SURVEY OF COMMUNITY ADULTS

In view of the comprehensive thrust of community college programs, there has been substantial efforts made to include adults in cultural, avocational, and recreational activities as well as the traditional academic program.

Since no viable mechanism exists to ascertain the degree of interest held by out-of-school adults, it was decided that a telephone survey to assess such interests would be made. The telephone survey was decided upon because of (1) the expense involved in face-to-face canvassing the over 1800 square mile district, (2) low rate of returns on mailed questionnaires, (3) time limitations on data collection and (4) telephone directories appeared to offer the best guide to the total population.

Survey Strategy

Upon finding no directories that would adequately depict the population base, telephone directories were acquired to assure access to all areas of the community college district. The three directories, Quincy, Pittsfield, and Adams County Cooperative were validated by maps showing telephone service areas for the region.

Because of the diversity of demographic characteristics in an area of that size, an adequate sample needed to be drawn. The writer arbitrarily determined that a three percent tolerance would satisfy the scientific requirements of the sample. Further estimating that twenty percent of the adults would express an interest in participating in some kind of program offered by John Wood Community College, those

figures were inserted into a formula which provided the necessary sample size.

$$n = \frac{t.^2 05 \quad P(1-P)}{d^2}$$

where P = best estimate of percentage participating

d = margin of error tolerated

From: William G. Cochran Sampling Techniques

Residential telephones were counted for each of the three directories and the proportion of the sample needed from each directory was determined. A systematic sample was then drawn from each of the directories to satisfy the quota from that source. For example if one of every thirtieth residential telephone listed in a particular telephone directory was needed, the first number was selected from the first thirty entries in the directory by a table of random numbers. Thereafter each thirtieth entry from that number was selected.

To assure an equal chance for all adults to be interviewed another randomizing process was used. Upon making a telephone contact, the interviewer would determine the number of adults in the household and list them by age rank, oldest first, on a computer generated form. Each respondent had a different form with a different set of random numbers. This then indicated the person in the household to whom the interviewer talked. Indeed, it necessitated many call-backs, but it hopefully minimized any bias introduced by a predominance of inclination to answer the telephone. See Appendix A for an example of the within-household randomization form.

Upon selection of telephone interviewers by officials at John Wood Community College, Professor Daniel Johnson and Robert Wesley of Sangamon State University traveled to Quincy to train the interviewers in telephone techniques.

The one and one-half day session included commercial videotape instruction, orientation to the survey instrument and practice with the instruments to be used.

As replacements were needed to maintain the numbers required to do the telephone survey, Mr. Rob Hilgenbrink provided the necessary training and orientation.

Throughout the interviewing process, Mr. Hilgenbrink coordinated the work, checked out materials, field edited the returns, spot checked respondents to verify the process and coded responses where necessary.

The instrument used in the survey was adopted from an instrument developed for a nationwide study of adult learning needs and interests. Further reference to the original survey instrument can be found in Planning Non-traditional Programs by K. Patricia Cross, John R. Valley and Associates, a 1974 publication. Primary modifications were made to adapt the format to one more applicable to telephone survey work and to relate the particular concerns of the John Wood Community College district. See Appendix B for the telephone survey instrument.

When telephone contact was made, the interviewer asked the person to identify persons "beyond high school age" in the household. This was done to exclude high school students from the sample but not to exclude high school graduates who may still be less than twenty years of age. It is assumed, therefore, that the respondents were indeed adults.

Table II shows the distribution by school district residence of the respondents.

Table II

Survey Respondents by School District

School District	Number of Respondents	Percent of Respondents
Payson	22	3.2
Liberty	21	3.0
Camp Point	11	1.6
Mendon	33	4.7
Quincy	438	63.0
Barry	30	4.3
West Pike	19	2.7
Pleasant Hill	13	1.9
Griggsville	14	2.0
Pittsfield	72	10.4
Perry	5	.7
Southeastern	3	1.2
Unknown	9	1.3
	695	100.0

As the table illustrates, a rather wide representation was included in the survey. Unfortunately, the adult population by school district is not known, so verification of exact proportions is left to speculation.

The respondents represented vary in ages also. Table III indicates the age distribution of those surveyed.

Table III

Ages of Respondents

Age	Number	Percent
Under 20	21	3.0
Twenties	124	17.8
Thirties	116	16.7
Forties	102	14.7
Fifties	121	17.4
Sixties	95	13.7
Over 60's	96	13.8
Won't Say	9	1.3
	695	100.0

Survey Results

Some of the most pertinent findings of the study are discussed in this section and relate to perceived interests, reasons for not going to school and knowledge about John Wood Community College.

It was found that 25 of the 695 (3.8%) respondents are currently enrolled in an educational program. Further analysis indicates that 13 or half of those enrolled are in a program leading to a degree.

Interest in academic pursuits was quite significant, however. When asked if there was something they (the respondent) would like to study or learn more about, 234 or 33.8 percent of them indicated such interest.

The limitations of telephone survey work precluded providing the respondent with a list of possible subjects for study. Furthermore, it would not be practical to read an exhaustive list to the respondent. Also, if there is no list or structure, it is assumed that the respondent will be more inclined to express his or her real preference. To overcome the cited limitations, the choice was to allow the respondent to freely state his or her interest and for the research team to suffer the consequences of bothersome codification and a lengthy list. A total of 247 expressions of interest were listed. The most frequently (47 times for 19%) expressed interest was crafts. Other frequently mentioned subjects were business skills (22 times for 8.9%), nursing (19 for 7.7%), business (15 for 6.1%), fine arts (13 for 5.3%), humanities (12 for 4.9%), home economics (10 for 4.0%) and technical skills (8 for 3.2%). Less frequently mentioned subjects and the respective percents of times mentioned were education 2.4, gardening 2.4, computer science 2.0, and management 2.0. History, broadcasting, mathematics, investment, languages, and medical technology, each received 1.6%, while performing arts, speed reading, antiques, child care, agriculture and trades, each received 1.2%. Topics receiving .8% of the total include psychology,

social sciences, upholstery, interior design, medicare, journalism, environmental studies and cosmetology. Subjects mentioned only once (.4%) included basic education, child development, creative writing, English, flight training, great books, law, public affairs, public speaking, religious studies, sports, food processing, retirement planning, driver's training, wildlife study, insurance and horology.

There was an opportunity provided for those who wished to express a second choice of subjects. Sixty-three of them did. Once again crafts led the field with seven expressed preferences. Home economics was mentioned six times while gardening was cited five times. Technical skills and business each received four expressions of interest. Three preferences were expressed for business skills, fine arts and upholstery.

For curriculum planning it is desirable to know the reasons for prospective students' interest in acquiring new skills and knowledge. Accordingly, this was asked of those who indicated an interest in one or more subjects. (Table IV)

Table IV

Reasons for Interest in Subjects

Reason	Frequency	Percent*
To get a new job	26	10.7
To get more pay	57	23.5
For personal enrichment	108	44.4
For educational requirements	2	.8
For better understanding	1	.4
To get a degree	3	1.2
For general interest	44	18.1
To co-exist better	1	.4
	242	99.5

Two similar categories, personal enrichment and general interest, indicate very strongly that the majority of respondents are interested in specific activities and classes. It is highly doubtful if they would tolerate any number of prerequisites or programs that extend over a long expanse of time.

* Due to rounding, some percentage totals will not be 100.

For those who see hope of better jobs or higher pay a more task-oriented outlook may be expected.

If curricular planning is to provide for the needs and interests of these prospective students, it appears logical that something should be known about what time constraints they face. The question of how much time per week the respondent would have available to devote to study generated the data for Table V.

Table V

Hours Available Per Week For Study

Time Available	Frequency	Percent
Less than Two Hours	40	16.3
Two to Four Hours	86	35.1
Four to Ten Hours	43	17.6
Ten to Twenty Hours	17	6.9
Over Twenty Hours	13	5.3
Can't Say	46	18.8
	245	100.0

This table also indicates that of the respondents, few can attend school on a full-time basis. This should be no surprise in view of the preponderance of responses to the reasons for interest in additional learning -- few view personal enrichment as a full-time endeavor.

The times available fall into that same pattern as illustrated in Table VI.

Table VI

Preferred Class Time

Time	Frequency	Percent
Morning	54	22.1
Afternoon	71	29.1
Evening	88	36.1
Daytime	16	6.6
No Preference	14	5.7
Variable	1	.4
	244	100.0

Although less strongly indicative of part-time availability than the two preceding variables, there is quite a number who are obviously employed full-time and therefore not available for scholastic efforts during the day.

Further analysis of availability is provided in Table VII Day(s) of Week Preferred and Table VIII Number of Days Available.

Table VII

Day(s) of Week Available

Day	Frequency	Percent
Monday	94	39.0
Tuesday	37	15.4
Wednesday	18	7.5
Thursday	5	2.1
Friday	1	.4
No Difference	86	35.7
	241	100.1

It is highly possible that Monday is too heavily weighted in this table in view of the fact that it is the first alternative. However, this expression of preference should not be overlooked in scheduling classes.

Table VIII

Number of Days Available

Number	Frequency	Percent
One	46	19.7
Two	92	39.3
Three	51	21.8
Four	10	4.3
More	35	15.0
	234	100.1

Apparently the number of days available per week presents no real problem in scheduling classes and activities. It is quite obvious that the modal preference of two days per week should be recognized as significant.

Of perhaps more significance is the perceived importance of location of classes. One hundred sixty-six or 69.2% of those interested in subjects

indicated that the location of the classes was an important consideration. Suggested locations for conducting such activities is shown in Table IX Suggested Location.

Table IX

Suggested Location

Place	Frequency	Percent
Local Schools	41	17.3
Other Places in Town	2	.8
Quincy	161	67.9
Television	33	13.9
	237	99.9

For those outside Quincy there is clearly an indication that classes taught in their neighborhood (local schools) have the attraction of being close to their homes.

As one might expect from the nature of the subjects preferred and the reasons for their preference, there is no general need for student aid to participate in desired learning activities. Twenty-one percent indicated a need of financial assistance while 58% indicated no need and 20.6% didn't know.

A closer look at those who indicate some financial aid may point to some real concern. Of those for whom age can be related, there is a predominance of young people (49%), (less than thirty years of age) who need assistance. In all probability, these respondents represent the same group of residents who are looking for improved incomes and/or better jobs. Further indication of this is offered by the fact that 76% of those indicating financial need are married, although only 38% state that there are others who depend on them for support. This would suggest that many of the married persons who have no dependents are wives in quest of marketable skills.

Of concern to policy makers of John Wood Community College are the factors which impede more participation in scholastic activities. Therefore,

respondents were asked to identify the primary obstacles to their participation. The results are shown in the following table.

Table X

Obstacles to Participation

Obstacle	Frequency	Percent
See No Need	22	3.2
Not Enough Time	273	39.3
Don't Know About Programs	8	1.2
Too Old	92	13.2
Costs Too Much	48	6.9
Health Reasons	20	4.2
No Transportation	9	1.3
Too Isolated	7	1.0
Family Responsibility	68	9.8
Just Not Interested	57	8.2
Not Capable of Learning	8	1.2
Other	21	3.0
Undetermined or No Obstacle	53	7.5
	686	98.8

Assuming that the obstacles are valid as stated by the interviewee, there is obviously not a great deal that can be done about the primary obstacle, time limitation, except to schedule activities in as concise a time frame as possible.

Of real concern are those who perceive themselves to be "too old." If JWCC sees its social mission as being quite comprehensive, this group of citizens may indeed represent a rather large segment of the population that (1) doesn't understand the emerging role of the community college, (2) feels neglected and perhaps superfluous, or (3) fails to recognize that senior citizens can and do enjoy learning new skills.

The obstacles of costs and family responsibility may be more easily addressed by providing more information, coordinating with other agencies for child-tending services or initiating such programs as day care or night care centers for those who need such services.

Inadequate information may indeed be one of the factors precluding participation in community college programs. This should not be an

unexpected phenomenon, since JWCC is a very new community institution and has no direct information channel to the majority of the district.

Respondents were asked if they had enough information about John Wood Community College. Twenty-seven and eight-tenths percent indicated that they had enough information, but 68.6% said they did not have enough information while 3.6% weren't sure. This finding corresponds with the surprising number of high school students who were not familiar with the school.

Furthermore, 173 or 26.6% of the interviewees indicated that they would like more information about John Wood. The principal kinds of information desired are shown on the following table.

Table XI

Kinds of Information Wanted

Type	Frequency	Percent
General	119	59.8
Admission	1	.5
Costs	17	8.5
Standards	1	.5
Policies	1	.5
Finance	5	2.5
Curriculum	47	23.6
Other	8	4.0
	199	99.9

The quest for general information can be interpreted as indicating interests that may incorporate several of the more specific types of information. It may also indicate that the respondents are not sufficiently familiar with JWCC to cite specific interests.

Finance, as it was interpreted in the coding process, indicated concern for how the school was financed, i.e. tax rates, state allocations, etc. It is perhaps a slight surprise to see no more specific information of this type wanted. This is in view of the fact that this is one of the least commonly understood aspects of social institutions but one of the most sensitive.

An attempt to determine the extent that the general public would like to discuss educational and career opportunities pointed out that 46 of the respondents (7.1%) would indeed like to avail themselves of this service. Hesitation or skepticism obviously precluded others from answering affirmatively, for 97 (15.1%) weren't sure if they wanted to discuss such opportunities with a staff member. In view of the large number that was not familiar with JWCC, and inherent fears of "hucksterism" which would make respondents inclined to negative answers to such questions, this number represents a substantial portion of the population that wants to know more about existing opportunities. No other agency, to the writer's knowledge, provides these services to the general public of the area.

Implications and Recommendations

Clearly the greatest interest in learning new skills centered around crafts. Projecting the 19% of the sample indication such interest to the population in question, there would be 4,141 interested in learning these skills. There are, however, numerous opportunities to learn crafts, frequently at little or no cost to the student. Exceptions are perhaps, leather craft and basketry (see section on Educational Resources).

Further investigation into educational resources indicates that other desired subjects are also available in the district. These subjects include business skills, nursing, fine arts, and humanities. Most of these opportunities are located in Quincy with a rapid decline of activities as the town gets smaller. This brings attention to a policy area that these data cannot address. That is, to what extent should JWCC resources be used to bring these programs to all areas of the district? Particularly sensitive, here, is the topic of crafts. Most providers of these activities are profit-making businesses and therefore not apt to be attracted to remote areas to provide what many would deem a luxury.

There is little justification seen by the writer to initiate many new programs based on the telephone survey. Expanding some of the existing programs and providing them in a different configuration of time, sequence and location would surely make these activities more assessable to the public.

The substantial percentage of respondents with limited time per week and limited numbers of days per week indicate that classes should be scheduled to accommodate these part-time students. In view of the modal preference (36.1%) who desire evening courses, it would appear that classes offered one or two days per week in the evening would provide maximum service.

If the previous analysis of data concerning those who need financial aid to continue or renew academic work is correct, there are substantial numbers of young (below thirty) residents who need assistance. This need can perhaps be alleviated by the scheduling arrangements cited earlier.

Differing scheduling arrangements in conjunction with improved information services can help to reduce financial need of prospective students. However, the projected number of those who need assistance is 4,577, a number obviously too large to rectify by scheduling alone. Since most of these prospective students are logically the same students who are concerned with social mobility, job improvement and salable skills, John Wood should make every effort to expand student loan and grant programs as well as job placement and other forms of work-study activities.

As implied earlier, day care and nursery services would minimize the cost to students who have these family responsibilities. Provision of such services would be beneficial as laboratory experiences for students enrolled in early childhood programs - one of our fastest growing disciplines. Coordination with social service agencies should be done to provide maximum resources.

The 68.6% who expressed inadequate information projects to over 43,000 of the adult population. Assuming that John Wood Community College exists to provide services to the residents of the district and realizing that these residents cannot avail themselves of those services, substantial resources and energy should be allocated to public information activities.

Specific information needs were coded in the data collection process. Through unique programming efforts by Mr. Valdoni these specific needs were related to respondent number, whose name and address was maintained by officials at JWCC. It is recommended that each of these 199 queries be followed up.

The 7.1% who would like to discuss educational or career opportunities with a staff member from JWCC projects to a figure of 4,463 when applied to the total adult population. This in addition to the information needs cited elsewhere indicates a need for group activities since the staff will never be large enough to deal individually with such numbers. These group activities could apply techniques that have been used very successfully in many areas recently. These tend to focus on specific target populations, e.g. women reentering the work force, unemployed adults, etc.

SURVEY OF SENIOR HIGH SCHOOLS

Consideration of any curricular or service programs must rest heavily on the expressed needs and interests of high school students. Community colleges have traditionally served recent high school graduates by providing transfer credit so that the first two years of the bachelor's program can be completed in the local community college. These schools have also become the vehicle through which vocational/technical training can be made available to an economically feasible population base.

In recognition of this very important sector of the John Wood Community College district, plans were made to determine several attributes through a paper-pencil survey of students who should be concerned with leaving high school, that is, juniors and seniors.

After conferring with the administration of JWCC and agreeing on the salient concerns regarding the high school population, the writer related those concerns to instrumentation. This included drafting an instrument to explicate the needed data, submitting it to the Middle-size Cities Research Advisory Committee, field testing the instrument, making appropriate revisions and getting it published. (See Appendix C)

The writer talked with all thirteen public school superintendents (mostly by telephone) and the head counselor at Quincy Notre Dame in an attempt to solicit the cooperation of the schools. These discussions included a brief description of the overall project and the exact purposes of the student survey. Without exception, the high schools proved to be highly cooperative in the venture.

During the month of April, a representative from JWCC visited each of the schools and administered the student survey instrument to all junior and senior students present that day. Exceptions to this plan occurred in

Quincy High where because of the large number of students and the homeroom arrangement, cluster sampling was used to determine the respondents. Through this procedure, all homerooms were assigned a number. Then homerooms were selected by using a table of random numbers to identify twenty percent of the homerooms for surveying.

Also in a few districts, the administration preferred that district employees administer the instruments. This preference was honored.

When the survey was completed, the instruments were delivered to Sangamon State University for data processing and analysis.

Before data processing and analysis the volume was reduced by excluding every other instrument (fifty percent). This not only expedited key punch operation but reduced the cost of data processing while leaving a sample of 583 to represent a population base of 2,983 for 19.5%.

Findings of the Student Survey

A measure of the student population's potential for fluctuation is expressed in the degree or extent of definite career plans. Table XII indicates that a rather large proportion of the students do not have definite career plans.

Table XII

Number with Definite Career Plans

	SENIORS		JUNIORS		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Yes	121	46.7	98	30.2	219	37.6
No	43	16.6	70	21.6	113	19.4
Uncertain	95	36.7	156	48.1	251	43.1
Total	259	100.0	324	100.0	583	100.0

This should connote a rather dynamic situation for these young adults.

in the next two years. It would seem that in light of the high - but not uncommon - percentage without concrete plans, they will (1) be more inclined to settle into immediate employment as a stop-gap, (2) demonstrate high mobility by moving from the region or (3) attend some institution of higher learning as a socially acceptable and enjoyable place to study or develop alternatives. If the third alternative is selected by many of the respondents, figures cited elsewhere in this report may be conservative in projecting enrollments.

An obvious concern is the number of students planning to continue their formal education beyond high school. Table XIII indicates that a rather high percentage of the students do have plans for furthering their education.

Table XIII

Number with Plans to Continue Education

	SENIORS		JUNIORS		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Yes	157	60.6	169	52.5	326	56.1
No	60	23.2	62	19.3	122	21.0
Uncertain	42	16.2	91	28.3	133	22.9
Total	259	100.0	322	100.0	581	100.0

Assuming that those who change plans not to go to school will be cancelled out by an equal number who change in favor of additional schooling, this means 1,673 new high school graduates facing institutions of continuing education in the next two years are from this area.

The type of school preferred by those who are committed to continuing their education indicates a broad pattern of interest as Table XIV shows.

Table XIV

School Type Preferred

	Number	Percent
Trade School	61	18.7
Community College	76	23.3
Four Year College	137	42.0
Other	22	6.7
Can't Say	23	7.1
	326	100.0

This would indicate that students have rather clear ideas of the kind of institution they plan to attend. As will be seen in Table XV, students have rather definite ideas concerning the reason for selection of schools. Curricular considerations are foremost.

Table XV

Factors Influencing Choice of Institution for Continuing Education

	FIRST		SECOND		THIRD	
	Number	Percent	Number	Percent	Number	Percent
School Location	77	20.4	117	35.0	119	36.1
Curricular Program	184	48.9	71	21.2	52	15.8
Total Cost	71	18.8	120	35.9	99	30.0
Friends Going There	13	3.4	15	4.4	35	10.6
Other Reasons	31	8.2	11	3.3	24	7.3
	376	100.0	334	100.0	329	100.0

The total numbers of reasons for selection of institutions do not correspond for some respondents ranked only the first influencing factor and others ranked only the two most influential factors.

From the fact that nearly half (48.9%) reported the curricular program as the principal determinant of school type selected, one could infer that the planned field of study would be rather definite.

Table XVI indicates that there is indeed a high degree of certainty expressed by those planning to continue their education as to what their

field of study will be.

Table XVI

Planned Field of Study

	Number	Percent
Agriculture	24	7.4
Business	63	19.3
Fine Arts	17	5.2
Language Arts	9	2.8
Mathematics	7	2.1
Occupational/Technical	40	12.3
Science	21	6.4
Undecided	41	12.6
Other	101	31.0
	323	100.0

Of those fields of study mentioned, business is significantly more attractive as a field than others. Observing that this is followed by occupational/technical and agriculture, one wonders if this is not indicative of realistic future career opportunities in the JWCC area.

The assumption was made in developing the instrument that broad fields would be more appropriate for classification than specific topics or concerns. This, based on the fact that many, if not most, alter their field of study somewhat after entering institutions of higher learning, seemed logical at the time. However, in noting that almost one-third planned a field not included in the broad categories, the writer feels that more specificity should have been attempted.

In view of the indication that there appeared to be a sense of certainty regarding the type of school in the educational plans of the respondents, and in view of the earlier observation that factors influencing the decision were quite explicit, Table XVII was devised to show what other relationships exist between school type and reasons for selection.

As reported earlier in Table XIV, School Type Preferred, the

majority of respondents (42%) planned to attend a four-year college. Table XVII shows the reasons for such appeal. Fifty-three percent of those who cite curricular program of most significance and who can be identified with a selected type of institution obviously perceive a four-year college as having the kind of program they desire. Location, for those who cite location as foremost in importance, also favors the four-year college (35%) - even surpassing the attraction of the community college in terms of location (31.7%).

For those who are concerned primarily with total cost, the community colleges appear quite attractive. It exceeds the four-year type by 41.4% to 24.1%.

Table XVII

Relationship of Type of School Selected with Reason for Selection

	Location		Curricular Program		Total Cost		Friends Going		Other Reasons	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Trade School	11	18.3	31	18.6	9	15.5	3	37.5	6	27.3
Community College	19	31.7	29	17.4	24	41.4	2	25.0	1	4.5
Four Year College	21	35.0	89	53.3	14	24.1	3	37.5	9	40.9
Other	5	8.3	6	3.6	5	8.6	-	-	6	27.3
Can't Say	4	6.7	12	7.2	6	10.3	-	-	-	-
Totals:	60	100.0	167	100.0	58	100.0	8	100.0	22	100.0

However, the attraction of the community college is not primarily cost considerations, for close study of Table XVII will reveal that curricular program concerns exceed cost, while location is the third-ranked reason for selection of community college plans.

As evidenced by the concern of cost in determining which kind of school to attend, there should be some recognition of the degree that financial consideration plays in planning education.

Table XVIII reflects the expressed degree of preparation by students and their families for financing their education beyond high school.

Table XVIII

Planned Financial Arrangements

	Number	Percent
Yes	123	37.7
No	97	29.8
In Part	102	31.3
No Answer	4	1.2
	326	100.0

The temptation to interpret more than the table documents is great. Frankly, the table raises more questions than it answers. For example, what are the implications of the approximately thirty percent who have made no financial arrangements? Does this mean that they are not appropriately serious about continuing education? Does it mean on the other hand that there is sufficient family or personal resources that they need not be concerned?

Although the evidence as displayed does not resolve the questions, consideration of information on Table XIX gives a strong clue.

Table XIX

Financial Assistance Needed

	Number	Percent
Less than $500	14	4.3
$500 to $1,000	54	16.6
$1,001 to $2,000	39	12.0
Over $2,000	12	3.7
Don't Know	153	46.9
No Answer	54	16.6
	326	100.0

The large percentage who do not know how much money they will need to help them each year in the school of their choice, indicates to the writer that many who are planning to attend college simply have not discussed the matter adequately with parents, teachers and high school counselors.

Adequate program planning cannot limit its concern to those who express a commitment to attend an institution of higher learning. Insight from those who do not plan on continuing beyond high school may be helpful.

Accordingly Table XX reports reasons for not continuing.

Table XX

Reasons for Discontinuing Education

	Number	Percent
Can't afford to continue	51	20.0
Not in career plans	40	15.7
No interesting programs	6	2.4
Not enough information yet	41	16.1
Personal reasons	48	18.8
Don't want to leave community	3	1.2
Don't have the ability	7	2.7
Friends aren't going	2	.8
Other	30	11.8
No answer	27	10.6
	255	100.0

Speculation regarding the personal reasons for not attending (18.8%) and career plans that don't call for more education (15.7%) may prove

interesting to all and a direct challenge to the high school counselors of the schools they represent. However, at this point there is little that JWCC can do to address this problem without more data.

Of real concern must be the most frequently listed reason (20%) for not attending - that they can't afford it. In spite of the fact that there may be some who cite this reason for discontinuing their education because it is socially acceptable, it must be accepted with some credence.

Of interest to both JWCC and the high schools is the substantial percentage (16.1%) that reported inadequate information. The data doesn't report whether it is inadequate information about careers, programs, costs, social aspects or what, but the earlier observation that 46.9% of those planning to attend some type of school had no idea what financial assistance they needed presents a clue.

Just how serious and how pervasive the lack of information is cannot be easily determined, nor can the implications be cited with certainty.

Concern for this dimension did, however, indicate that familiarity with JWCC should be examined. Table XXI Familiarity with John Wood Community College is included to show overall degrees of familiarity and a comparison of juniors with seniors and familiarity with JWCC.

Table XXI

Familiarity With John Wood Community College

	Seniors		Juniors		Total	
	Number	Percent	Number	Percent	Number	Percent
VERY FAMILIAR	22	9.2	10	3.4	32	5.9
REASONABLY FAMILIAR	117	48.7	93	31.2	210	39.0
VAGUELY FAMILIAR	85	35.4	171	57.4	256	47.6
NEVER HEARD OF	16	6.7	24	8.1	40	7.4
	240	44.6	298	55.4	538	100.0

The table indicates that seniors are considerably more familiar with JWCC than are juniors which is about what one would expect from such comparison. More significantly, however, are the persons represented by the 55% who are "vaguely familiar" or "never heard of" JWCC. Clearly, this indicates that information about a new institution such as John Wood is not reaching these students or that they are not noticing it.

The impact that such a large number expressing lack of familiarity has on further academic plans was examined in Table XXII Familiarity With JWCC As Expressed by Those Discontinuing Education.

Table XXII

Familiarity with John Wood Community College As Expressed by Those Discontinuing Education

	Number	Percent
VERY FAMILIAR	10	3.9
REASONABLY FAMILIAR	71	27.8
VAGUELY FAMILIAR	120	47.1
NEVER HEARD OF IT	33	12.9
NO ANSWER	21	8.2
	255	100.0

Comparison of the last two tables shows little differences between those with no plans for continuing education and the total sample when compared on the dimension of familiarity with John Wood. Not having this information is therefore obviously not responsible for their decision not to continue education.

Are there some districts that have access to and use information better than others? A cross tabulation between school and degree of familiarity resulted in the following array:

Table XXIII

Familiarity With John Wood Community College By High School Affiliation By Percentages

High School	Very Familiar	Reasonably Familiar	Vaguely Familiar	Never heard Of
Pleasant Hill	8.3%	45.8%	45.8%	0
Camp Point	7.5	25.4	56.7	10.4
West Pike	3.6	50.0	32.1	14.3
Liberty	8.7	30.4	56.5	4.3
Southeastern	3.2	38.7	45.2	12.9
Barry	3.2	45.2	41.9	9.7
East Pike	0	64.3	35.7	0
Seymore	3.8	35.8	54.7	5.7
Griggsville	8.0	32.0	56.0	4.0
Perry	10.5	57.9	26.3	5.3
Pittsfield	12.2	31.7	48.8	7.3
Unity	0	51.1	7.0	8.9
Notre Dame	5.4	39.3	55.4	0
Quincy High	2.5	42.5	40.0	15.0

There is certainly no relationship between distance from Quincy and familiarity with JWCC. Nor does there appear to be any relationship between size of school and this dimension. The table indicates that information is not evidenced by familiarity in any discernible pattern throughout the district.

Implications and Recommendations

Concern must be expressed for the substantial number of seniors who admit that they do not have firm career plans. Projecting the percentages of the sample to the total population indicates that in addition to the 227 who say they do not have certain career plans, there are 503 seniors who are uncertain. The percentages for juniors are of course higher, but this is deemed of less consequence.

While finding a large number of persons in this age bracket who do not have career plans is no surprise, it is a situation that can be alleviated. Principal responsibility for providing career guidance must rest with the counselors in the respective high schools where these

students are enrolled. Noting, however, that most of the schools are comparatively small and isolated, it is recommended that JWCC coordinate efforts of these school counselors, business and industrial employers and other colleges in the area. The results of this coordination would be to provide (1) career days for the high school seniors, (2) exposure to prospective employment situations for this group, (3) in-service training for the guidance counselors of the area, and (4) a forum for employers and educational institutions to interact. Perhaps the greatest benefit to accrue would be the exposure of the students to JWCC in view of the rather large number who were not familiar with the school.

While recognizing that many of the students will change their plans, the 60.6% of the seniors in the sample who said they plan to continue their education equals 830 of the '76 graduating class. The two-year projection is 1673 of this age group committed to further school work.

If the 23.3% of this number who indicate a preference for community college attendance materialize, this means space and curricular needs for 389 new students.

In view of the large number that are not familiar with JWCC and therefore could not be expected to know about the "common market" arrangement, it is rather difficult to speculate what the implications of the preference for other types of institutions hold. One could safely assume, however, that as information concerning this involvement is more commonly held, the interest in JWCC will be directly proportional.

This assumption is given credence by the rather high number who cite curricular concerns as foremost in school selection.

Looking at this curricular concern in conjunction with the other two principal determinants of school selection (location and cost), it would appear that JWCC should emerge as the whole vehicle for a very high

percentage of these students to attain educational services. This is contingent on (1) adequate information concerning JWCC and (2) ability to locate or provide needed curricular offerings.

Projecting the expressed curricular preferences to the total population who plan to continue their education, there will be 322 looking for business training within the next two years. Other significant numbers include 205 in occupational/technical training, 123 in agriculture and 107 in science.

In reviewing the educational resources of the area, it appears that three of the major contractors who are now in the "common market" with JWCC have adequate curricular offerings in business. There are programs for secretarial science, accounting, marketing and business administration through which an associate (two-year) degree can be attained and in all these areas a bachelor's degree can be received with an additional two years of academic effort.

No comprehensive program could be found in agriculture by the writer. The County Cooperative Extension Service in Adams and Pike Counties offers varied seminars and classes in agriculturally related topics. Most of these sessions are short-term for a specific topic. It would appear that a real need exists for at least an associate degree program where the student could have access to a program or programs that could be terminal or could fulfill the first two years of required course work for a bachelor's degree in animal science or agronomy.

A substantial number indicated an interest in occupational/technical fields of study. Preliminary analysis of the manpower needs section of this report indicate that levels of training indicated here are not highly observable except in the areas of welding and data processing. It is highly recommended that continued data collection efforts be made on the manpower needs and that programs to reflect these needs be initiated.

According to the reasons cited for discontinuing education, the respondents indicated that approximately 600 of the juniors and seniors had made no plans for further education because of the cost involved. This must be viewed in light of the approximately 55% of total respondents who were "vaguely familiar with" or had never heard of John Wood Community College and the number who had not formulated career plans. When so viewed, it appears that cost considerations already cited as significant in school selection -- may seem unduly formidable to those who are not aware of the existence of JWCC or its ability to facilitate entry to other schools in the "common market".

Accordingly, the previous recommendation to articulate the resources and mission of John Wood through various methods is reiterated.

MANPOWER NEEDS SURVEY

As indicated earlier, one of the principal features of the needs assessment was to determine what employee training was needed by business, industrial and public employees in the district. This concern was not only for entry level skills but included upgrading of current employees.

An instrument was designed and field tested by the author to collect needed data. Appendix D contains a copy of this instrument. The instrument was designed for convenience of analysis.

Immediate needs of training programs for job entry were determined by subtracting the estimated number of qualified job applicants (Column 11) from the number of additions or replacements within one year (Column 3) for each job classification (Column 1). This value was negated if adequate in-house training capacity for entry was present in the institution (Column 8).

In a similar manner, long-range training programs for entry level were determined by subtracting the estimated number of qualified job applicants (Column 11) from the number of additions or replacements within five years (Column 4) for each job classification. As before, if adequate in-house training capacity was maintained by the agency, no long-range training need was indicated.

In-service needs were determined by observing the number of employees needing skills upgrading (Column 7) in light of the adequacy of in-house capacity for upgrading skills (Column 9) for each job classification.

Other data that seemed most appropriately collected from employers was needed to indicate specifics of curriculum planning. These items were (1) type of certification or credential required (Column 5), (2) duration of training required for entry level (Column 6) and (3) whether or not special

equipment or facilities was necessary for training (Column 10).

Attrition rates were analyzed by comparing the number of additions or replacements with the number of persons in each job classification.

Efforts to utilize job classifications or titles to classifications used by the U. S. Department of Labor proved fruitless. Not only did employers have great difficulty with this codification in the field tests, but there were problems relating such titles to specific curricular programs that might be designed to provide needed training.

Therefore, the job classification strategy was to ask employers to use a "functional definition" in classifying employees. This proved much easier to do and resulted in quite meaningful descriptive classifications.

There were some restrictions that faced the manpower needs survey. One of the most pressing was the uncertainty of population parameters. Contacts with the Illinois Department of Labor, Chambers of Commerces, and Industrial Development Commissions proved helpful in some respects but no comprehensive list of employers was available. The second major problem was that no organizational vehicle was operative for sampling this population even if the parameters were known. The third difficulty was evident from the time and effort requirements of completing the survey instrument.

In view of these factors it was decided that face-to-face contacts would probably produce better results than any other procedure. Accordingly, selected major employers were identified and contacted. President Paul Heath used a luncheon format to involve some of this selected sample. Through this format he, his key lieutenants, and the writer explained the procedure and solicited cooperation. Other contacts were made by personal visits by Dr. Heath, the writer, and other officials at JWCC. These visits usually culminated in completion of the instrument.

Obviously this is a very time consuming process and one that should be on-going. In view of the secondary benefits of acquainting the interviewee with the mission and scope of John Wood, as well as perceptions of the community gained by the interviewers, this activity may well be one of the most beneficial of this total effort. This is in spite of the fact that no large amount of data were generated by the time this report was drafted.

The firms from which data were gathered by the time this report was written represent manufacturing, sales, service and communications industries. Although the actual number of firms was only fifteen, they represent a cross-section of the total employment spectrum and their employees numbered 3,928.

As indicated previously the exact parameters of this population are not known and generalizations, therefore, are suspect. However, some salient observations are in order.

Survey Results and Recommendations

There was a great variance in the degree of self-sufficiency held by the responding officials. Some expressed great interest in the mission of John Wood Community College, while a few were very guarded when visiting with the interviewers. The self-sufficiency, i.e. assuming all responsibility for entry and skill upgrading, cannot be faulted, for that in itself is not questioned. However, one must speculate as to whether this developed as the result of having no community agency to relate to regarding such services.

The reader is cautioned against projecting total needs from the following cited training interests. Using the analytical procedures explained earlier, the greatest interests listed were for management training for currently employed professional managers including accountants, upgrading for over 60 welders and entry training for at least 50 during the next five years, both entry and upgrading for data processing personnel

including programmers, operators and key punch operators. Skill development needs were cited for at least 23 supervisors. Secretarial training was needed by 76 employees. There was a limited need for sales skill development (5) while maintenance personnel (100) were said to need skill upgrading. Approximately 150 machinists were indicated in need of further training while 300 machine operators were said to be candidates for job improvement.

The data forms from which these data were taken will be returned to JWCC with the recommendation that as further information is collected it be aggregated. In this manner as patterns of skill needs develop, the school can respond directly when groups of sufficient size to warrant program development occur. Furthermore, this will provide a direct link between the training institution so that programs and activities can be tailored to meet the specifications and expectations of the employer.

It is the belief of the writer that as these services are provided with success, more institutions will rely on JWCC for their training needs. This may well take considerable time to develop, but the relationship is one that is desirable if not imperative for the college.

It is further recommended that community college officials continue to devote available time and resources to interact with major employers of the district. The ideal objective is to develop such a relationship that employers would feel comfortable in contacting JWCC and saying: "We need this kind of program for our employees. Can you deliver it for us?"

If recent trends continue, major retraining need may become apparent. The Illinois Department of Labor reports that for the Quincy area, which includes Adams, Pike, and Brown County, several employment sectors declined. Manufacturing was down over the previous year by 14%, construction was down 9.1%, federal government employment was down 7.1% and transportation was down 4.0%. Smaller decreases were shown for wholesale, retail and non-professional services. These trends should be monitored on a continuing

basis to determine what training might fit these displaced employees for developing labor markets.

EDUCATIONAL RESOURCE SURVEY

To complete the strategy of ascertaining the need for initiating new programs as explained in the Introduction, an assessment of educational resources available to residents of the area was necessary.

To accomplish this task a screening committee was used to identify potential vendors of educational activity. This committee was composed of Dr. J.V. Hopper, Dean of Instruction JWCC, James P. Steinman, Educational Service Region Superintendent, his assistant Fred G. Bloss, Mrs. Betty Schmalshof, Associate Director of United Community Services of Adams County, Mrs. Caroline Sexauer, former Head Librarian of Quincy Public Library, Mrs. Vivian Hoener, Executive Director of the YWCA, Rob Hilgenbrink and Steve Weber of the JWCC staff and the writer.

Selection of committee members was based on familiarity with the area and first-hand knowledge of educational programs.

This committee used service directories which had been compiled by community service agencies, educational directories, a directory of associations, as well as telephone books to identify possible resources. Upon agreement that these agencies were potential providers of educational activity, they were listed as the population for surveying.

There were 106 agencies identified. They ranged from regular, highly structured, accredited programs to ad hoc, informal almost accidental activities.

An instrument was designed to structure the information needed concerning these agencies (See Appendix E). In addition to collecting information such as location, phone number and qualifications of participating in agency activities, such data were collected as specific program (curriculum),

prerequisites, costs, target population for each program, when scheduled, number of participants possible, credentials of staff, frequency of program and availability of counseling services.

These agencies were contacted by telephone by Mr. Rob Hilgenbrink and Mr. Steve Fisher. Information was recorded on the instruments and analysis was done by them and the other author.

Findings

Of the 106 agencies providing some kind of educational resource, 59 have a rather formalized procedure in that regular classes are conducted. The other 49 provide services through consultation, speakers, literature, films, or limited purpose seminars.

As could be expected the agencies specifically designed to provide educational services offer a wide range of opportunities. Largest of these are Culver-Stockton College in Canton, Missouri, Gem City College in Quincy, Hannibal-LaGrange in Hannibal, Missouri, Quincy College and Quincy Tech in Quincy and the adult education program in the Quincy Public Schools. These institutions, which currently have contractual relationships with JWCC, offer programs in art, basic adult education, biological science, business administration, chemistry, cosmetology, drama, economics, education, English, history, horology, jewelry design and related fields, journalism, legal technology, mathematics, medical technology, modern languages, music, philosophy, physical education, political science, psychology, sociology, speech, theatre, theology and several specific skills in vocational and technical areas.

There were many agencies other than the schools mentioned which provide educational services and a wide variety of clientele as well as programs.

Some of the target populations for which programs are conducted include alcoholics, business officials, the elderly, expectant parents, farmers, overweight women, prospective retirees, smokers and unwed mothers.

Educational activities other than those cited in the schools include acrobatics and gymnastics, agricultural marketing, antique restoration, aquatics, athletics, basic adult education, beauty culture, birth control, breast feeding, caning and weaving, cardio-pulmonary resuscitation, care of the elderly, carpeting, charm school, child management, cooking, corn growing, dancing, decopage, defensive driving, disaster preparedness, dramatics, draperies, driver's training, ecology and conservation, emergency health service, estate planning, fire prevention, first aid, flight training, furniture refinishing, gardening, geneology, health education, insurance, interior decorating, investments, macrame, money management, music, needlework, nurses' training, nutrition, prenatal instruction, public speaking, quilting, recreation, safety, sanitation, sewing, smoking withdrawal, swimming and diving, tennis, tole painting, travel, upholstering, venereal disease and wall papering.

Implications

The John Wood Community College district is quite fortunate in having the rather wide array of educational programs at its disposal.

Interfacing the three previous sections of this study with the educational resources indicates that there is no significant demand for major program initiation.

Areas where there is a stated need include agriculture wherein 7.4% of the students indicated an interest in such academic programs. There was no program of regular instruction found in the survey of agencies.

Home economics, where 4% of the out-of-school adults indicated an interest, is another field where no regular program was identified.

Unfortunately, the limitations of the study did not permit a thorough analysis of quality. Accrediting agencies endorsements assure some minimum level of quality and for most of the established regular programs, the qualifications or credentials of the staff seemed quite appropriate. In many instances, no certification or formal qualification exist. It can only be assumed, or hoped, that qualified persons are conducting these programs.

Location and convenience is also of concern. In view of the preference cited by those living away from Quincy for neighborhood programs, the fact that only seven of the 59 regular programs are located outside Quincy should be viewed with concern.

RECAPITULATION OF RECOMMENDATIONS

This section is designed to highlight the recommendations scattered throughout the rest of this report and to express those recommendations that could not be appropriately located elsewhere. The principal recommendations of the report are the following:

1. Adapt schedules for classes that meet few times per week. Assure an adequate evening program for the large number citing this preference.
2. Provide as many programs as possible in the outlying areas of the district.
3. Respond to the needs of financial assistance cited by high school students and young adults. This should include maximum utilization of all grant and loan programs as well as work-study and similar programs. The evening schedule will also reflect concern for financial need in that students can work regular jobs.
4. Provide auxiliary services for those who need them. These include child care activities which can be coordinated with the academic program and other social agencies.
5. Conduct, at least on a pilot basis, seminars for those who are seeking self-awareness or direction. This includes women reentering the work force, those who are changing careers, those facing retirement, divorce, etc.
6. Launch an intensive campaign to "become known" in the district. All possible avenues should be explored.
7. Since JWCC is not well known by any of the populations sampled, it is advised that this study be repeated in two years. With better recognition, the results could change markedly.

8. Initiate programs in agriculture and home economics.
9. Continue to interact on a personal basis with employers. The format used in the manpower needs survey is appropriate.
10. Compile and publish the information collected in the educational resource survey. This would provide a very useful service to the community and help JWCC become better known.
11. In addition to the continued efforts cited above to generate data, contacts with the Illinois Department of Labor, Chambers of Commerce, and Industrial Development Agencies should be maintained. Monitoring their data will help identify training needs.

APPENDIX A

WITHIN HOUSEHOLD RANDOMIZATION

Line Number	Names in Household	Random Number					
1	Leroy Smith	(1)					
2	Flossie Smith	1	(2)				
3	Cedric Smith	1	(2)	3			
4	Betty Lou Smith	1	2	3	(4)		
5		(1)	2	3	4	5	
6		1	2	(3)	4	5	6

Adult persons in the household are listed from oldest to youngest. The last line used determines which random number is selected. The random numbers were predetermined by computer. The line number corresponding with the random number designates the respondent.

On the example, Betty Lou would be the respondent, for the line on which her name was entered dictated random number 4 as the appropriate line number. Betty Lou was the person listed on that line.

APPENDIX B

TELEPHONE SURVEY INSTRUMENT

Telephone Survey JWCC

1-3 _____ Respondent No. _____

Hello, my name is _____. We're taking an education interest survey for John Wood Community College. I'd like to ask you a few questions about how we might be able to help the community.

4 _____ 1. First of all, are you now enrolled in any education or skill development program?
Yes _____1 No _____2 DK _____3 (If NO or DK, go to number 7)

5 _____ 2. Are you a full-time student?
Yes _____1 No _____2 DK _____3

6 _____ 3. Does this program lead to a degree?
Yes _____1 No _____2 DK _____3 (If NO, go to number 5)

7 _____ 4. And what degree is that?
AA _____1 BS(A) _____2 MA _____3 Other _____4

8 _____ 5. At what school are you enrolled in this program?
9 _____

Quincy College	_____1
John Woods	_____2
Gem City	_____3
Culver-Stockton	_____4
Hannibal-LaGrange	_____5
Quincy Tech	_____6
Others	_____7

10 _____ 6. And what is the major field of study there?

General Studies	_____1
Fine Arts	_____2
Social Sciences	_____3
Agriculture	_____4
Business	_____5
Arts/Crafts	_____6
Personal Development	_____7
Other	_____8

11 _____ 7. Is there something you would like to learn more about -- say a hobby craft of some academic subject?
Yes _____1 No _____2 DK _____3 (If NO or DK, go to 17)

12,13 ____ 8. What is the subject you would most like to learn about?
14,15 ____

_____

_____

16,17 ____ 9. What is the primary reason for wanting to study this subject?
18,19 ____

_____

_____

20 _____ 10. How much time each week can you devote to this?
less than 2 hours . . . . . _____1
2 to 4 hours . . . . . _____2
over 4 but less than 10 . . _____3
10 to 20 . . . . . _____4
over 20 . . . . . _____5
can't say. . . . . _____6

21 _____ 11. What time of day would be most convenient for you?
Daytime _____1
Evening _____2
No Preference _____3
Variable _____4

22 _____ 12. Which day or days of the week would be most convenient?
23 _____ M _____1 T _____2 W _____3 Th _____4 F _____5 S _____6
24 _____ No Diff _____7

25 _____ 13. And how many days per week would you be available?
One _____1
Two _____2
Three _____3
Four _____4
Five _____5

26 _____ 14. Is the location of this course an important consideration?
Yes _____1 No _____2 DK _____3 (If No, go to number 16)

27 _____ 15. What would be the most convenient location?
Your local schools . . . . . _____1
Other place in town (if outside Q) . . . . . _____2
In Quincy . . . . . _____3
Other (Specify) . . . . . _____4

28 _____ 16. Would you have to have financial assistance to participate in this program?
Yes _____1 No _____2 DK _____3

29,30 ____ 17. What are the biggest obstacles to your taking part in an
31,32 ____ educational program? (check first two mentioned if several)
don't feel the need . . . . . _____1
not enough time . . . . . _____2
don't know enough about it. . _____3
too old . . . . . _____4
cost is too high. . . . . _____5
health problems . . . . . _____6
no transportation . . . . . _____7
isolation . . . . . _____8
family responsibility . . . . _____9
no interest . . . . . _____10
not capable . . . . . _____11
other . . . . . _____12
none . . . . . _____13

33 _____ 18. Do you feel you know enough about John Wood Community College?
Yes _____1 No _____2 DK _____3 (If Yes, go to number 21)

34 _____ 19. Is there information about the school you would like to have?
Yes _____1 No _____2 DK _____3 (If No, go to number 21)

35 _____ 20. What kind of information is needed:
36 _____ general _____1
37 _____ admissions _____2
costs _____3
standards _____4
policies _____5
finance _____6
curriculum _____7
other _____8

38 _____ 21. Would you like to discuss educational or career opportunities with a staff member? Yes _____1 No _____2 DK _____3

And now just a few items to describe our respondents:

39 _____ 22. You are a male/female, right? Male _____1 Female _____2

40 _____ 23. Would you say your age was in the 20's, 30's, 40's, or what?
below 20 . . . . . _____1
twenties . . . . . _____2
thirties . . . . . _____3
forties. . . . . _____4
fifties. . . . . _____5
sixties. . . . . _____6
over . . . . . _____7
can't/won't say. . . _____8

41 _____ 24. Are you married or single?
Married _____1 Single _____2 Other _____3

42 _____ 25. Are there others who depend on you for living expenses?
Yes _____1 No _____2 Other _____3 (If No, go to number 27)

43 _____ 26. How many? _____

44 _____ 27. Are you currently employed?
Yes _____ No _____ Other _____ (If No, go to number 30)

45 _____ 28. Full-time or part-time? Full _____ Part _____ Other _____

46,47 ____ 29. What job or title do you hold in your work?

_____

48,49 ____ 30. And last, in what school district do you live?

_____

THANK YOU.

Code Sheet for Item 8

1. Agriculture, farming
2. Architecture
3. Basic education, such as reading, basic math, writing
4. Biological sciences, such as biology, botany
5. Business skills, such as typing, accounting, bookkeeping
6. Child development, such as parenthood
7. Citizenship, Americanization
8. Commercial art, such as design, fashion
9. Community problems and organizations
10. Computer science, such as data processing
11. Consumer education, such as buying, credit
12. Cosmetology, such as beauticians
13. Crafts, such as weaving, pottery, woodworking
14. Creative writing
15. Education, teacher training
16. Engineering
17. English language training
18. Environmental studies, such as ecology, conservation
19. Fine and visual arts, such as art, photography, film making, painting
20. Flight training
21. Gardening, flower arranging
22. Great Books
23. Home repairs
24. Humanities, such as literature, philosophy, art/music appreciation
25. Industrial trades, such as welding, carpentry
26. Investment, such as money, finance, futures
27. Journalism
28. Languages, such as French, German, Chinese
29. Law
30. Management skills, such as hotel management
31. Medical technology, such as x-ray technician, dental assistant
32. Medicine, dentistry, pharmacy
33. Nursing
34. Occult sciences, such as astrology, tarot

Code Sheet for Item 9

1. Help get a new job
2. Help to advance in present job
3. Become better informed, personal enjoyment and enrichment
4. Meet new people
5. Meet requirements for getting into an educational program
6. Be a better parent, husband or wife
7. Get away from the routine of daily living
8. Work toward certification or licensing
9. Better understand community problems
10. Be better able to serve my church
11. Meet the requirements of my employer, profession or someone in authority
12. Become a more effective citizen
13. Work toward a degree
14. Learn more about my own background and culture
15. Feel a sense of belonging
16. Curiosity, learn for the sake of learning
17. Become a happier person
18. Work toward solution of problems, such as discrimination or pollution
19. Get away from personal problems
20. Improve my spiritual well-being
21. Getting along with others
22. General interest

Code Sheet for Item 29

1. Housewife
2. Unskilled worker or laborer
3. Semiskilled worker
4. Service worker
5. Skilled worker or craftsman
6. Sales or clerical worker
7. Owner, manager or partner of small business; lower-level administrator
8. Profession requiring a bachelor's degree
9. Owner or high-level executive of a large business or governmental agency
10. Profession requiring an advanced degree
11. No usual occupation
12. Student
13. Can't/won't say

Code Sheet for Item 8
Page Two

35. Performing arts, such as dance, music, drama
36. Personal psychology, such as encounter groups, psychology of everyday life
37. Physical fitness and self defense, such as exercise, karate
38. Physical sciences, such as physics, chemistry, astronomy
39. Public affairs, such as current events, world problems
40. Public speaking
41. Religious studies, such as Bible, yoga, meditation
42. Safety, such as first aid, water safety
43. Salesmanship
44. Sewing, cooking
45. Social sciences, such as ethnic studies, economics, government
46. Sports and games, such as golf, bridge, swimming, boating
47. Technical skills, such as auto mechanics, t.v. repair, drafting
48. Travel, living in foreign country
49. General college classes (academic)
50. College business or refresher course, business administration
51. Upholstery
52. Speed-reading
53. Interior decorating or design
54. Meat cutting, food processing
55. History
56. Retirement planning
57. Broadcasting, radio, electronics
58. Antiques
59. Child care, child psychology
60. Math
61. Driver training
62. Bird, wildlife study
63. Insurance
64. Horology

APPENDIX C

HIGH SCHOOL SURVEY INSTRUMENT

Office use only

1,2 _____

Student Questionnaire

High School _____

John Wood Community College is attempting to determine what the needs and interests are among high school students who will be graduating in the near future. Please complete this questionnaire and return to the proctor.

3,4 _____ 1. In what year are you scheduled to graduate from high school? _____

5 _____ 2. Do you have rather definite career plans? Yes ____1 No ____2 Somewhat ____3

6 _____ 3. Are you planning to continue formal education? Yes ____1 No ____2 Uncertain ____3

7 _____ 4. If the answer to question No. 3 is yes, complete this section:

8 _____ 4a. Are you planning to attend a

trade or vocational school _____1

junior or community college _____2

four year college _____3

other type institution _____4

can't say yet _____5

4b. Rank First, second and Third the factors influencing your choice

9 _____ the school's location _____

10 _____ curricular program _____

11 _____ total cost _____

12 _____ friends are going there _____

13 _____ other reasons _____ _____

14 _____ 4c. What program are you planning to concentrate in?

Agriculture _____1

Business _____2

Fine Arts _____3

Language Arts _____4

Mathematics _____5

Occupational-technical _____6

Science _____7

Office use only

Other (please specify) _____8 _____

Undecided _____9

15 _____ 4d. Have you and your family made provisions for financing your school expenses? Yes _____1 No _____2 In part _____3

16 _____ 4e. If you need financial assistance, how much per year?

less than $500 _____1

$500 to $1000 _____2

$1001 to $2000 _____3

over $2000 _____4

don't know _____5

5. If your answer to No. 3 was "no" or "uncertain", please complete this section:

What are the most apparent reasons for having reservations about further educational work?

17 _____ can't afford it _____1

18 _____ career plans don't include _____2

19 _____ interesting programs not available _____3

20 _____ not enough information yet _____4

personal reasons _____5

don't want to leave community _____6

don't have the ability _____7

friends aren't going _____8

other _____9

21 _____ 6. Since John Wood Community College is fairly new, we're interested in how familiar you are with it. How would you rate your degree of familiarity with John Wood?

very familiar _____

reasonably familiar _____

vaguely familiar _____

never heard of _____

Thank you.

APPENDIX D

MANPOWER NEEDS SURVEY INSTRUMENT

JOHN WOOD COMMUNITY COLLEGE MANPOWER NEEDS SURVEY

INTRODUCTION - John Wood Community College was organized in November of 1974 and enrolled students for the first time in September of 1975. We have been extremely pleased with the community response as we have enrolled over eight-hundred students. Before we begin our second year of operation, we want to conduct an educational survey to identify potential business and industry needs. This will be one phase of a comprehensive community educational needs survey that will enable us to plan programs that are relevant and meaningful to the entire community. The intent of the attached survey instrument is to estimate the types of personnel employed so as to be able to make employment projections, thereby establishing the need for external educational/training requirements for your agency and similar agencies in the community.

DIRECTIONS - Please complete the attached form, providing the best estimate possible for various projections. Explanations have been given for each column with corresponding numbers. NOTE: Please feel free to write notes of explanation, using asterisks, or footnotes or provide a narrative on the back of the pages. Our main objective is to identify your needs. Please feel free to convey the needs anyway possible. Please return to John Wood Community College, 1919 North 18th St., Quincy, Illinois, 62301, using the envelope provided.

(1) Job Class or Title - This column is designed to provide for a functional definition of what employees actually do. This will enable the person analyzing the information to relate it to training activities. Esoteric or technical terms should be avoided. In case there are several levels of persons performing basically the same function, grouping should be encouraged, particularly if time-in-grade or experience constitutes improvements in this job classification, e.g., File Clerk I, File Clerk II, etc.

(2) Number in Class or Title - Given the above definition of class or title, the best estimate will suffice.

(3) Number Additions or Replacements Within One Year - This can only be an estimate. Few, if any of the agencies can accurately predict who will quit, die, or for some other reason necessitate hiring someone. Most, however, will have a pretty clear idea of expansion or contraction of positions in any of the jobs in their agency.

(4) Number Additions or Replacements Within Five Years - This will require a greater degree of estimation than the previous question, but most agencies can again estimate this data with varying accuracy.

(5) Certification or Credential Required - This pertains to whether or not some formal license is necessary to fill that position. Examples of certificates are teaching certificates, beauticians' licenses, registered nurse's credentials, union or state certification for trade and crafts, and Red Cross certification for life guards.

(6) Duration of Training for Entry (Weeks) - The number of weeks required to train an individual for this position before he is even considered qualified to be at an entry level. Some people will come with this training and others will receive the training in house in preparation for advancement.

(7) Number Needing Skills Upgrading - The number of employees in each class that would perform in an improved capacity if the skill required for entry was upgraded.

(8) Adequate In-house Training Capacity for Entry - This pertains to the capability of the agencies to conduct their own training for the employees to be at entry level for each class in question. This can be done through formal instruction or on-the-job training. If formal instruction is used, further information concerning length of time informal instruction, and how indigenous that training is to the agency, would be beneficial.

(9) Adequate In-house Training Capacity For Up-grading - This pertains to the ability to do any of the necessary up-grading for a class by the agency itself. Again this can be done through formal instruction or more advanced on-the-job training. Also, the time and how indigenous such training is to the agency is again requested.

(10) Special Equipment or Facilities Necessary for Training - This would extend beyond just a classroom to a lab or sophisticated machinery required to perform the training requested in (8) and (9).

(11) Estimated Number of Qualified Job Applicants - This is an attempt to determine whether or not a labor pool is available for the agency to tap at will. This will not be applicable to concerns that have a policy of promotion or training their current employees for such vacancies. If the agency does not make a practice of receiving applications, an attempt should be made to determine the degree of difficulty they perceive in recruiting qualified job applicants.

APPENDIX E

EDUCATIONAL RESOURCES SURVEY INSTRUMENT

JOHN WOOD COMMUNITY COLLEGE MANPOWER NEEDS SURVEY

Name of Agency _____ Contact Person _____ Date _____

Address _____ Position _____ Location _____

(1) Job class or title	(2) Number in class or title	(3) Number additions or replacements within 1 yr.	(4) Number additions or replacements within 5 years	(5) Certification or credential required	(6) Duration of training for entry (weeks)	(7) Number needing skills upgrading	(8) Adequate in-house training capacity for entry	(9) Adequate in house training capacity for upgrading	(10) Special equipment or facilities necessary for training	(11) Est. number of qualified job applicants

UNIVERSITY OF CALIF.
LOS ANGELES
NOV 5 1975
CLEARINGHOUSE FOR
JUNIOR COLLEGES

Educational Resource Instrument

Name of Institution_____ Address_____ Phone_____

Contact person for info_____ Qualifications (or restrictions) for participants_____

_____ Overall program thrust_____

Specific Programs	Prerequisites	Tuition Cost	Other Costs	Target Population	When(hrs. & days) Scheduled	Program Capacity(No.)	Qualifications or Staff credentials	Frequency of Program
1.								
2.								
3.								
4.								
5.								
6.								
7.								

What are primary considerations for adding or expanding programs?_____

_____

Are career counseling services available to the student participants?_____

Are placement services available for the students of the program?_____

Other c ments:_____

_____

_____